



SC Annual School Report Card Summary

Ridgeland Middle School
Jasper
Grades: 6-8 Enrollment: 408
Principal: Jeannie C. Jefferson
Superintendent: Vashti K. Washington
Board Chair: Kathleen Snooks

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	Below Average	TBD	TBD	F	N/A
2011	At-Risk	Average	N/A	N/A	Not Met	N/A
2010	At-Risk	Below Average	N/A	N/A	Not Met	N/A

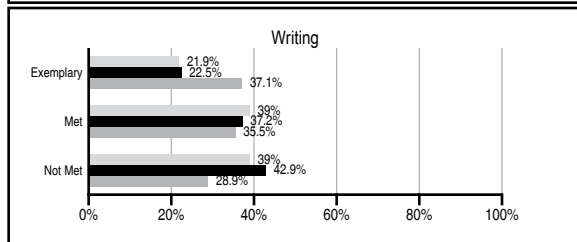
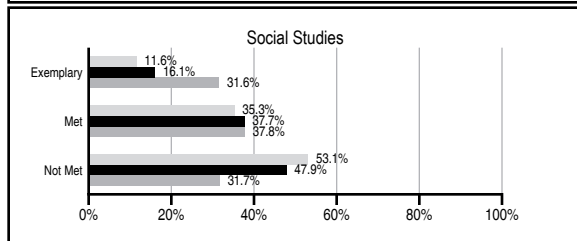
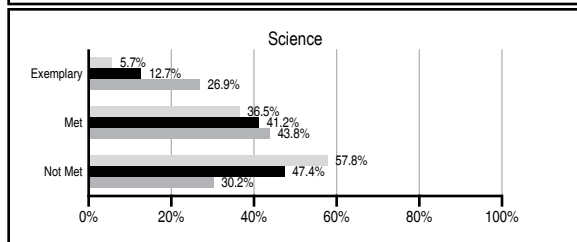
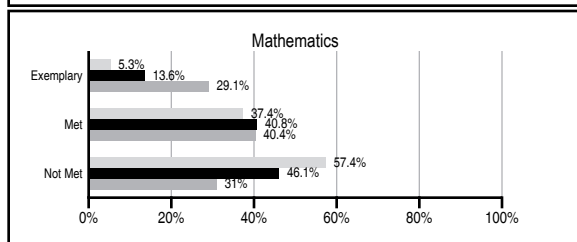
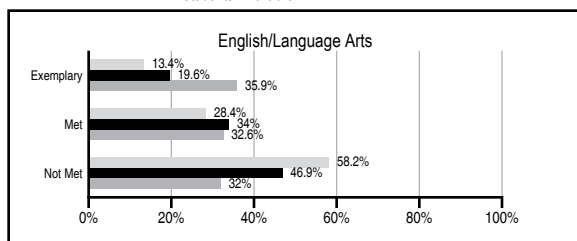
ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
0	2	30	25	21

* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Middle Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Middle Schools with Students Like Ours Middle schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 8 (2011)

South Carolina	28	45	25	2
Nation	25	43	29	3
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

MATH – GRADE 8 (2011)

South Carolina	30	38	25	7
Nation	28	39	26	8
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

SCIENCE – GRADE 8 (2009)

South Carolina	45	32	22	1
Nation	38	33	28	1
% Below Basic % Basic, Proficient, and Advanced				
	Below Basic	Basic	Proficient	Advanced

END OF COURSE TESTS - 2012

% of students scoring 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	75.0	88.9
English 1	90.3	78.7
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	83.1	87.1

SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Ridgeland Middle School [Jasper]

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=408)				
Students enrolled in high school credit courses (grades 7 & 8)	11.7%	Down from 16.3%	15.3%	22.9%
Retention rate	0.2%	Down from 4.1%	1.0%	0.8%
Attendance rate	99.2%	Down from 99.4%	95.7%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.2%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	47.1%	Down from 54.5%	60.7%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	75.4%	Up from 72.3%	80.3%	86.7%
Teacher attendance rate	97.6%	Up from 96.2%	95.1%	95.2%
Average teacher salary*	\$47,467	Down 0.7%	\$44,133	\$46,422
Classes not taught by highly qualified teachers	4.7%	Down from 9.7%	3.1%	2.0%
Professional development days/teacher	6.3 days	Down from 13.7 days	9.3 days	10.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.3 to 1	19.1 to 1	22.0 to 1
Prime instructional time	83.5%	Down from 94.2%	89.6%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	28.3%	Down from 99.1%	98.1%	98.8%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$9,609	Up 1.4%	\$9,367	\$7,245
Percent of expenditures for instruction**	73.5%	Up from 73.1%	60.0%	63.1%
Percent of expenditures for teacher salaries**	71.7%	Up from 71.2%	55.1%	60.9%
ESEA composite index score	53.6	N/A	68.9	88.1

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	100	16
Percent satisfied with learning environment	87.5%	64.3%	62.5%
Percent satisfied with social and physical environment	92.5%	67.7%	43.8%
Percent satisfied with school-home relations	56.4%	72.6%	87.5%

*Only students at the highest middle school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2011-12 school year has again brought changes to Ridgeland Middle School (RMS). We are still under the leadership of our Principal Ms. Jeannie C. Jefferson and our Assistant Principal, Dr. Leroy R. Dinkins and continue to look forward to the many new and exciting challenges and victories. Nonetheless, the focus of the school remains the same: optimal student achievement and success. Our primary goal was to make the best use of the resources that we had available to ensure student success. With these goals in mind we chose to make subtle changes for the school that would lead to the most advantageous student success. We are continuing the adoption of the Explicit Direct Instruction Instructional Model (EDI) that was first introduced in 2010. Teachers are receiving constant and continuous training in the model and we are seeing continuous changes and increases in student achievement.

We have also continued the implementation of our dedicated MAP RIT time to facilitate the improvement academic achievement for all students. Every student was scheduled to attend a reading or math RIT class at the beginning of the day. Students were placed in the classes according to their reading or math RIT scores from the previous MAP testing term. An additional reading teacher was hired to provide Response to Intervention (RTI) reading support to students who were identified as not reading on grade level. Another resource (RMS) provided for its students this year was an extended day school enrichment program. Students were chosen according to their demonstrated areas of weakness on reading and mathematics assessments. Both of these resources resulted in significant increases students' reading and math scores.

RMS also used Title I and SIG funds to provide extended year Summer Enrichment classes for targeted students. This opportunity will strengthen reading and math skills acquired during the school year as well as develop creative and performing arts skills; therefore enabling RMS to meet the needs of "the whole" child.

Throughout this school year we continued to place an emphasis on the student data and all academic decisions have been data driven. With the assistance of our instructional coaches, our teachers met weekly in Professional Learning Communities (PLCs) to discuss data, continue implementation of SIG goals and gain knowledge on continued instructional improvement. Coaches, parents, students, and teachers are now fully aware of MAP/PASS data and how to use it to improve student achievement. This year all students were required to keep data folders with their personal data and this proved to be helpful and eye-opening to the students.

Many of the successes achieved by RMS students occurred due to the support of the school's Palmetto Priority School Liaison, the instructional coaches (who were procured through the implementation of the School Improvement Grant) the SIG Director, and other district level support persons.

As RMS closes this year, we continue to be optimistic about changes that our Superintendent, Dr. Vashti K. Washington has implemented for the entire district. Dr. Washington continues to be a strong supported and proponent for Ridgeland Middle School and her goal for RMS is to become an optimal performing middle school with the most advantageous academic achievement for all students.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status